

**21st Century Community Learning Centers (21st CCLC)
Analytic Support for Evaluation and Program Monitoring**

Montana Grantee Profile Summary

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U.S. Department of Education
21st Century Community Learning Centers Program
Office of Elementary and Secondary Education
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Washington, DC 20202-6175
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Disseminated by:



1120 East Diehl Road, Suite 200
Naperville, Illinois 60563-1486

For Technical Support (toll-free): 866-356-2711

E-Mail: 21stcclc@contact.learningpt.org

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Introduction

In PPICS, a 21st Century Community Learning Center ("center") is defined as the physical location where grant-funded services and activities are provided to participating students and adults. A center offers academic, artistic, and cultural enrichment opportunities to students and their families during nonschool hours (before or after school) or periods when school is not in session (including holidays, weekends, and summer recess). A center is characterized by defined hours of operation; a dedicated staff that plans, facilitates, and supervises program activities; and an administrative structure that may include a position akin to a center coordinator. A 21st CCLC grant must fund at least one 21st CCLC center. In similar fashion, a grantee is defined in PPICS as the entity serving as the fiduciary agent for a given 21st CCLC grant.

Montana currently has 69 grantee records listed in the Grantee Profile section of the Profile and Performance Information Collection System. The following pages describe the characteristics of these 69 grantees as of 3/25/2010.

Table 1

Category	Total Number
Grantees	69
Centers Associated with These Grantees	140
Schools Attended by Students Served by these Centers	416
Partners Associated with these Grantees	857
Anticipated # of Students Active Centers Intend to Serve per Year	17765
Anticipated # of Adults Active Centers Intend to Serve per Year	3417

Grantee and Center Organizational Type

As articulated both in the reauthorizing legislation and the Non-Regulatory Guidance, the 21st CCLC program encourages partnerships between grantees and diverse community stakeholders. Congruent with this goal, passage of the NCLB Act of 2001 expanded funding eligibility to include public and private educational and youth-serving organizations, in addition to schools. The charts below highlight the impact of this change by displaying the percentage of grantees and centers of each organizational type.

Chart 1

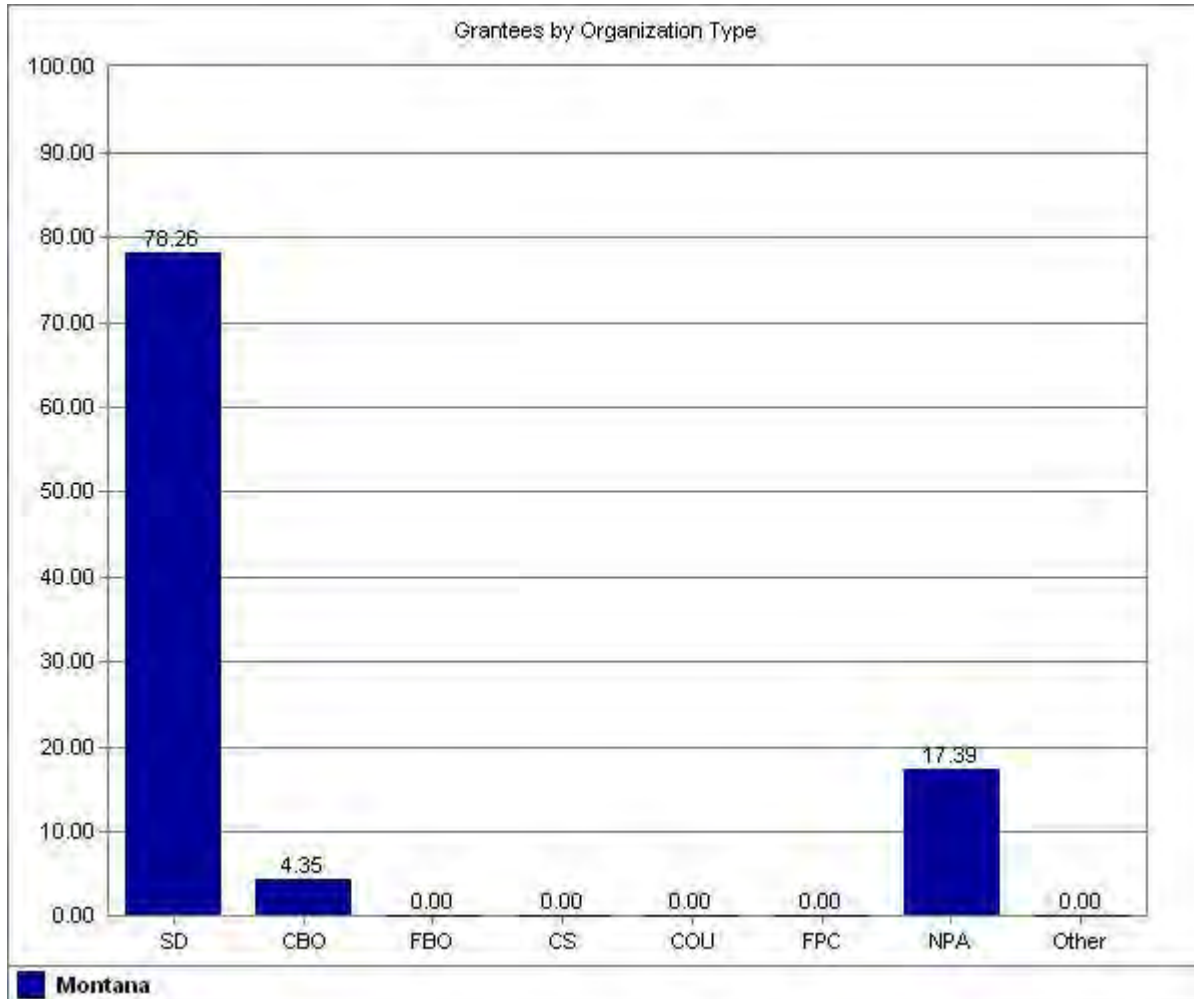
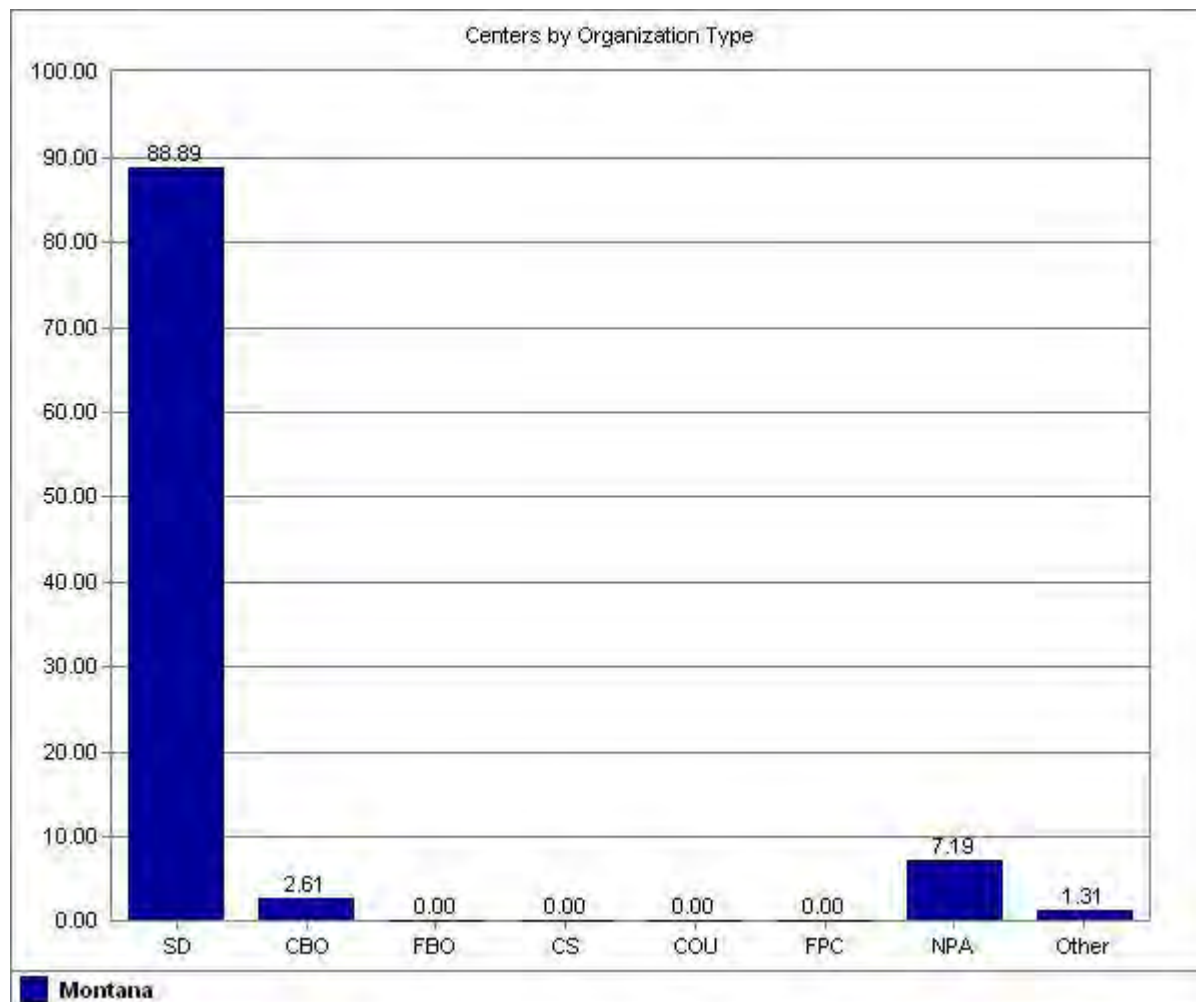


Chart 2

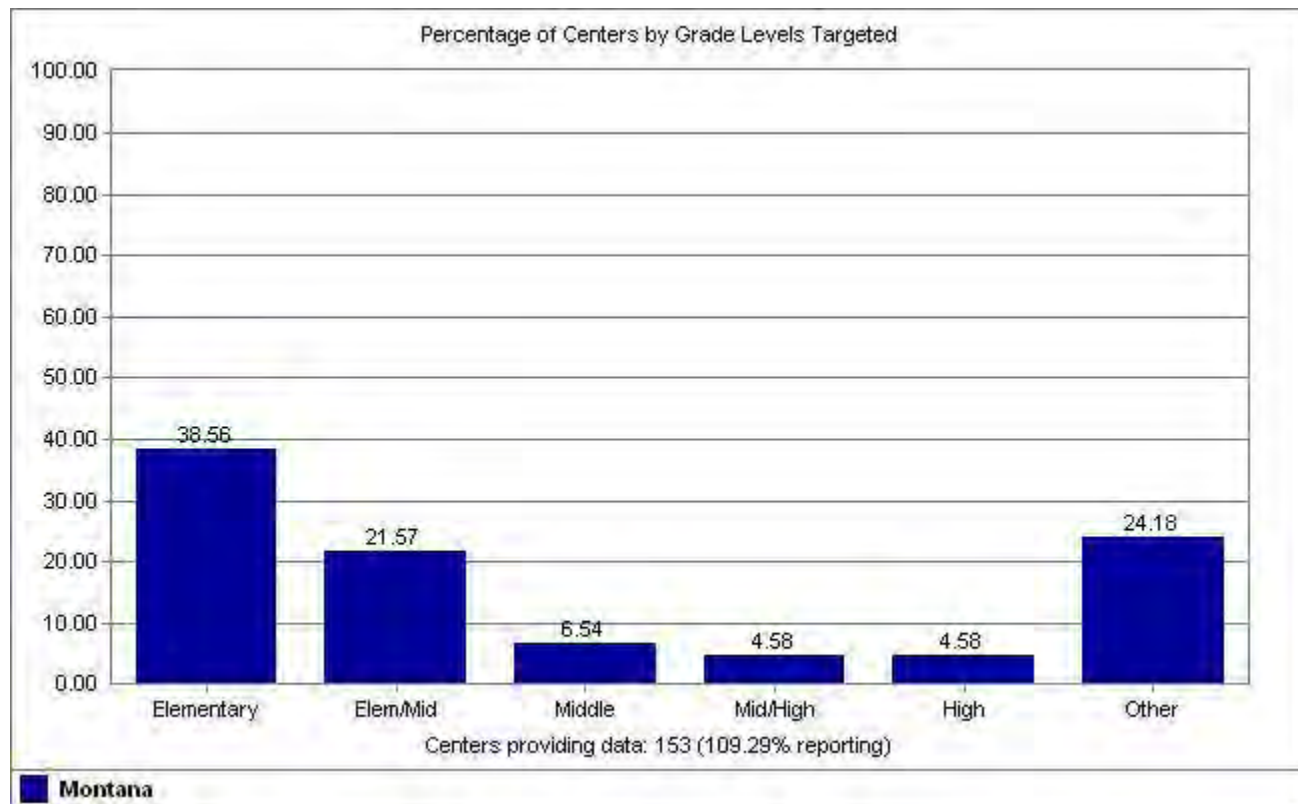


Organization Type	Organization Code
School District	SD
Community-Based Organization or other Non-Profit Organization	CBO
Faith-Based Organization	FBO
Charter School	CS
College or University	COU
For-Profit Entity	FPC
Nationally Affiliated Non-Profit Agency	NPA
Other	Other

Grade Levels Targeted

21st CCLC programs are available to all grade levels (pre-kindergarten through grade 12). In order to know where this program is having an impact, it is important to understand what grade levels the centers have planned to target. The chart below shows the relative frequency of grade levels that centers in [State] intend to serve through the provision of 21st CCLC-funded activities and services. Grade levels are categorized as Elementary (Pre-K – 6th grade), Middle (5th/6th – 8th grade), High (9th – 12th grade), and the combinations elementary/middle ("Elem/Mid") and middle/high ("Mid/High"). While the "Other" category includes programs that serve Elementary-age students and High-school-age students (but not Middle-school-age students), the vast majority of the schools represented in this category serve all three main grade level categories.

Chart 3



Feeder Schools

In PPICS, a feeder school is any school attended by 21st CCLC participants. ¹ Many centers are their own feeder school, but there are also some programs that serve students from a number of different schools either at a school-based or community-based location. 35% of centers in Montana served students from one feeder school, while 72.14% served students from two or more feeder schools. 6.43% of centers in Montana served students attending private schools.

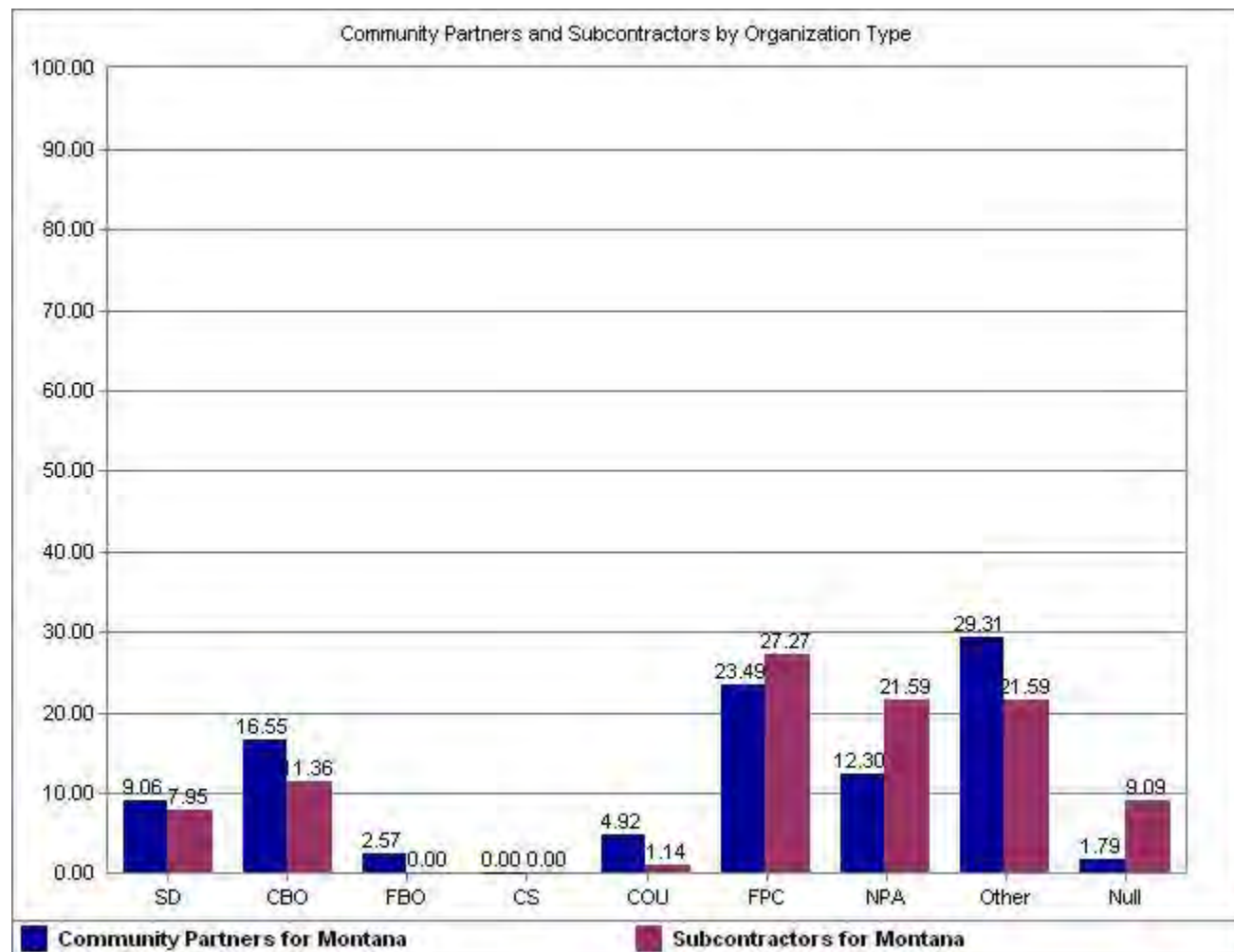
¹ This is different from the normal concept of feeder schools as schools that graduate their students into schools serving higher grades (i.e. an elementary school that "feeds" into a middle school). In this case, any school that is attended by a program participant is considered a feeder school.

Partners

Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC program. Many states required their grantees to have a letter of commitment from at least one partner in order to submit a proposal for funding. Partnerships provide grantees connections to the community and additional resources that may not be available to the program otherwise. This section examines the characteristics of the partners with whom grantees work, as reported in the Grantee Profile. For the purposes of the information presented here, subcontractors are considered to be a subset of partners, and their data is included in the overall partner percentages.

Different types of partners offer different resources and opportunities for 21st CCLC programs. The chart below displays the proportion of partners and subcontractors that are of each organization type.

Chart 4



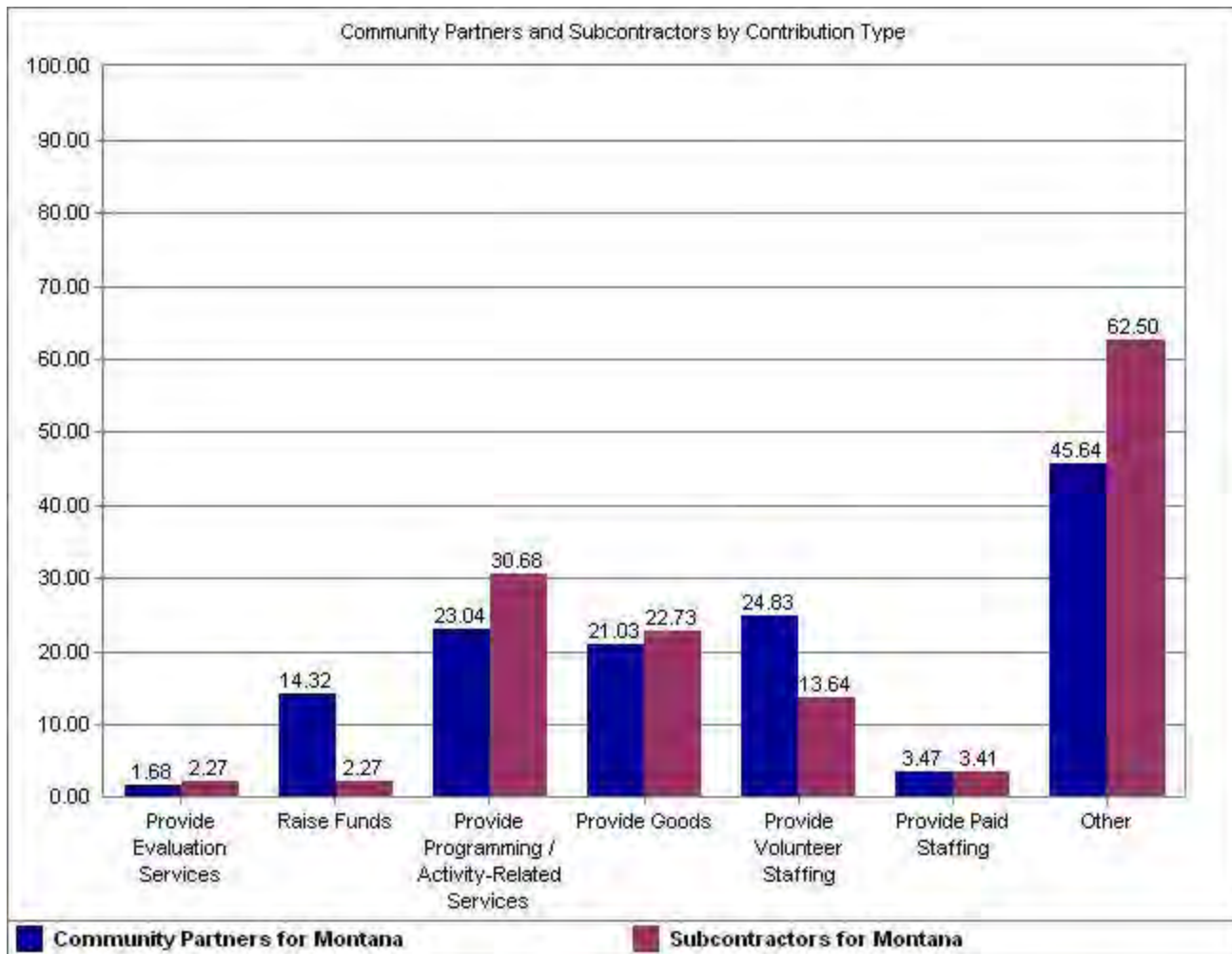
Organization Type	Organization Code
School District	SD
Community-Based Organization or other Non-Profit Organization	CBO
Faith-Based Organization	FBO
Charter School	CS
College or University	COU
For-Profit Entity	FPC
Nationally Affiliated Non-Profit Agency	NPA
Other	OTHER
No Organization Type Selected	NULL

9.84% of all partners in Montana were identified as subcontractors, organizations under contract with the grantee to provide 21st CCLC grant-funded activities or services.

Partners / Subcontractors by Contribution Type

21st CCLC programs may receive many different types of contributions from their partners and subcontractors. The following chart displays the percentage of all partners and the percentage of subcontractors (a subset of partners) that the grantee expected to provide the listed contribution type:

Chart 5



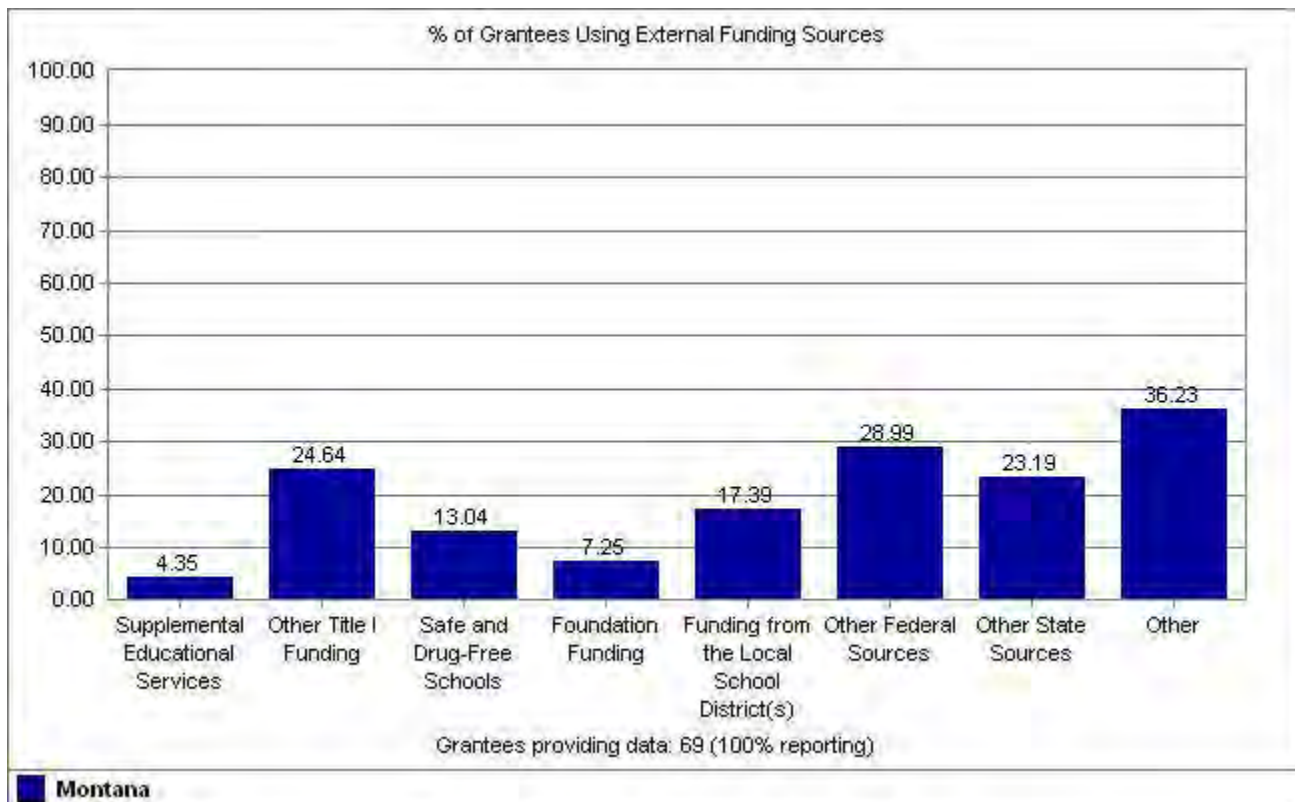
Sources of Grantee Funding

One challenge of sustaining a 21st CCLC is to supplement and, where appropriate, coordinate grant-funded efforts with funding from other federal, state, local, and foundation sources. The development of a diversified funding base is crucial to ensuring the continued existence of the program against the possible loss of one funding stream.

The chart below depicts the percentage of grantees that receive and use funds from various funding source categories for their 21st CCLC program. Some responses have been combined (without duplication) to create the "other" categories.²

² "Other Title I Funding" includes Even Start, School Dropout Prevention Program, Early Reading First, Migrant Education Program, and Title I Funding, with the exception of Supplemental Educational Services. "Other Federal Sources" includes Upward Bound, GEAR UP, Safe Schools/Healthy Students, the Carol M. White Physical Education Program, Mentoring Grants, and Other Federal Sources.

Chart 6



Center Operations and Activities

Centers are the sites at which 21st CCLC programming takes place. A major factor in the provision of 21st CCLC services is the availability of programming during the week. The following charts display the percentage of centers in Montana that are open the indicated number of hours and days per week during the school year:

Chart 7

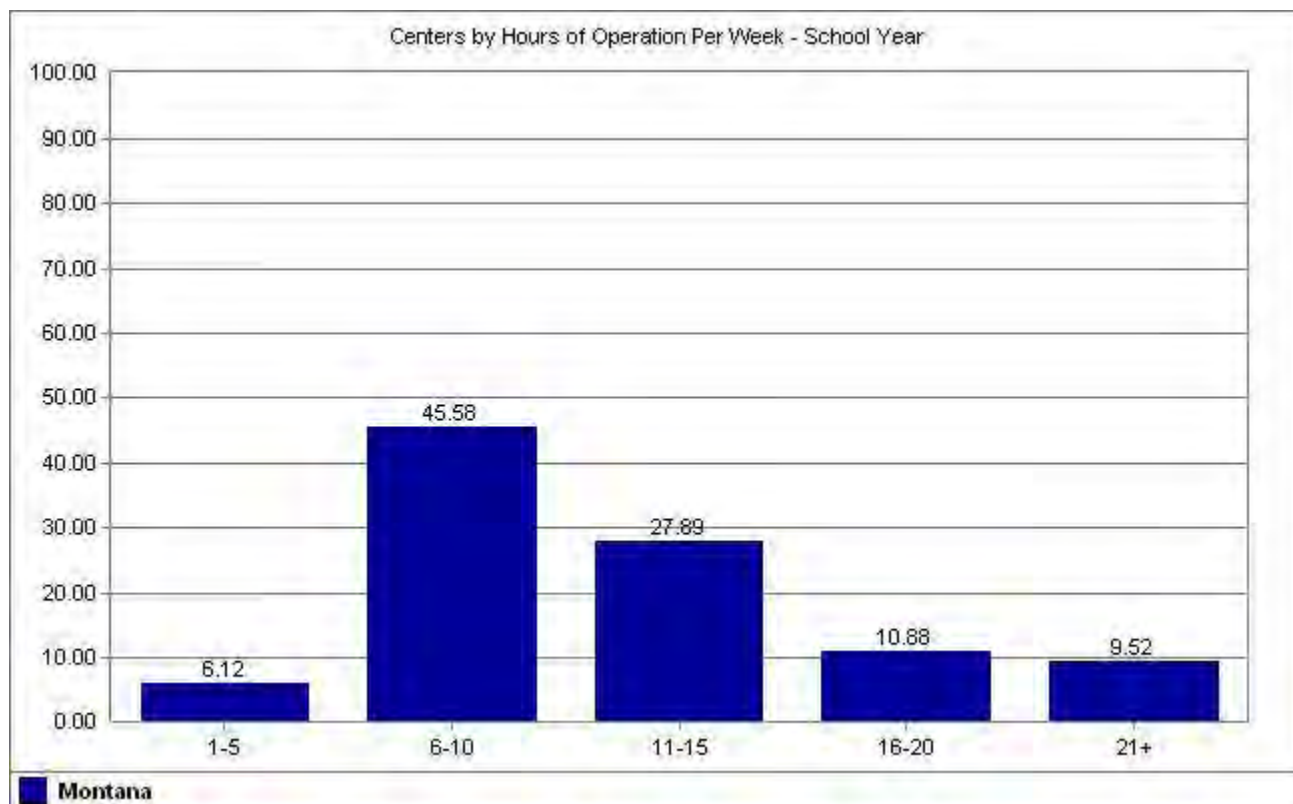
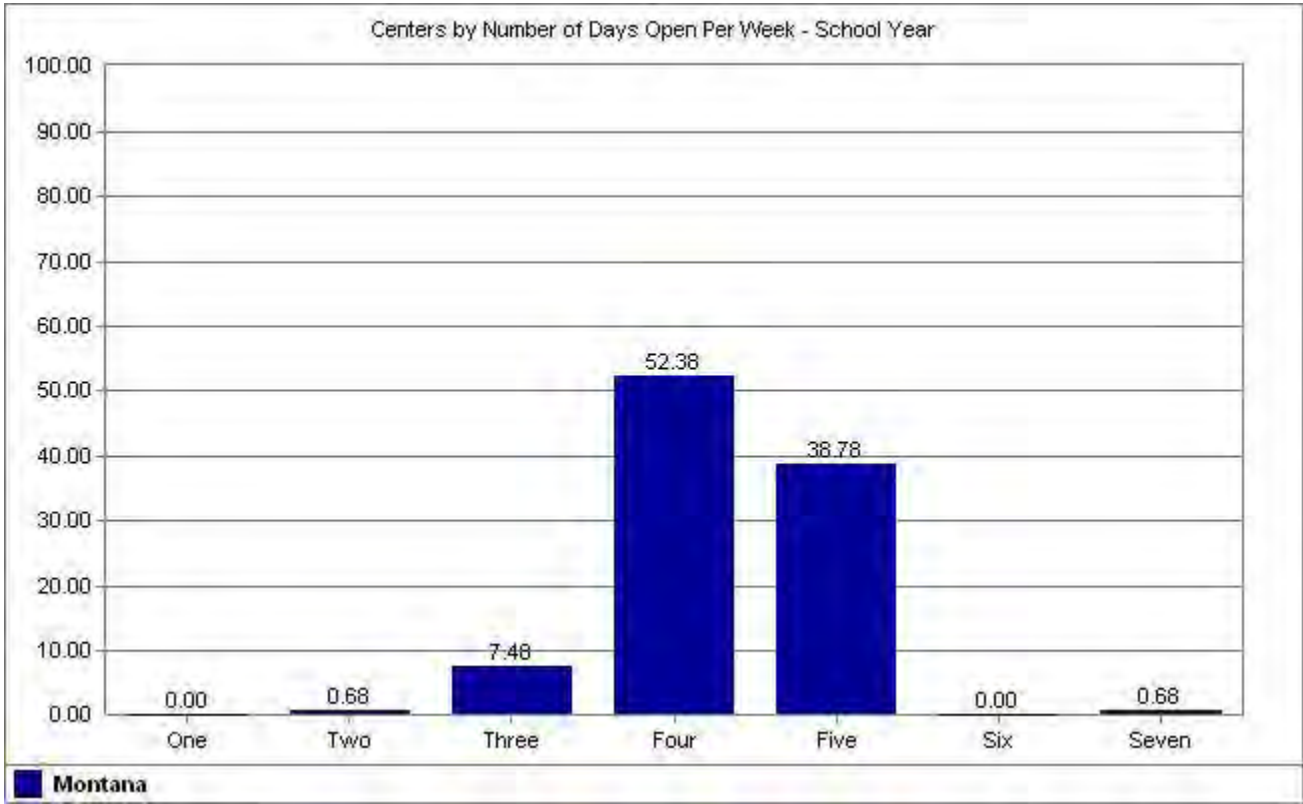
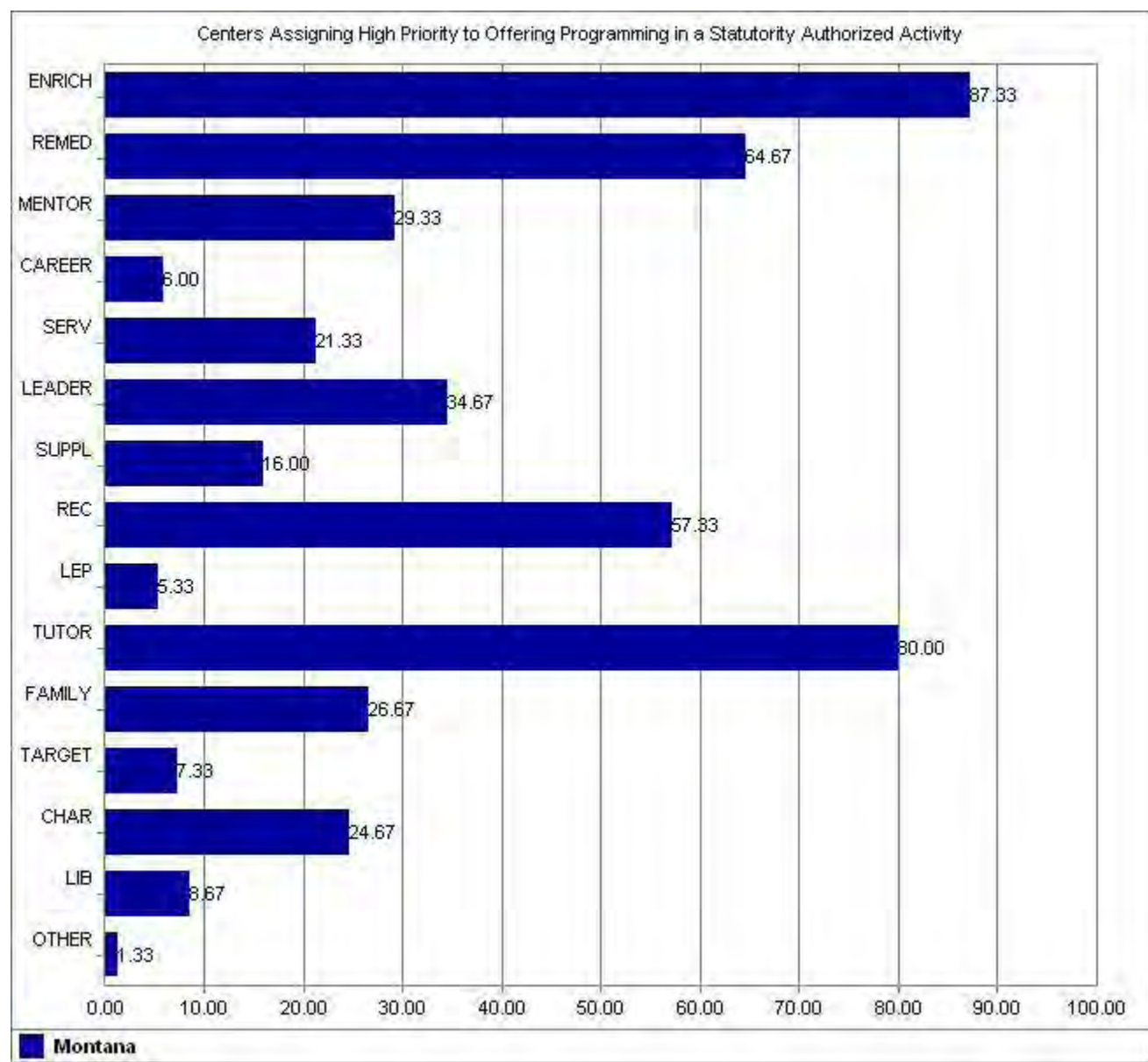


Chart 8



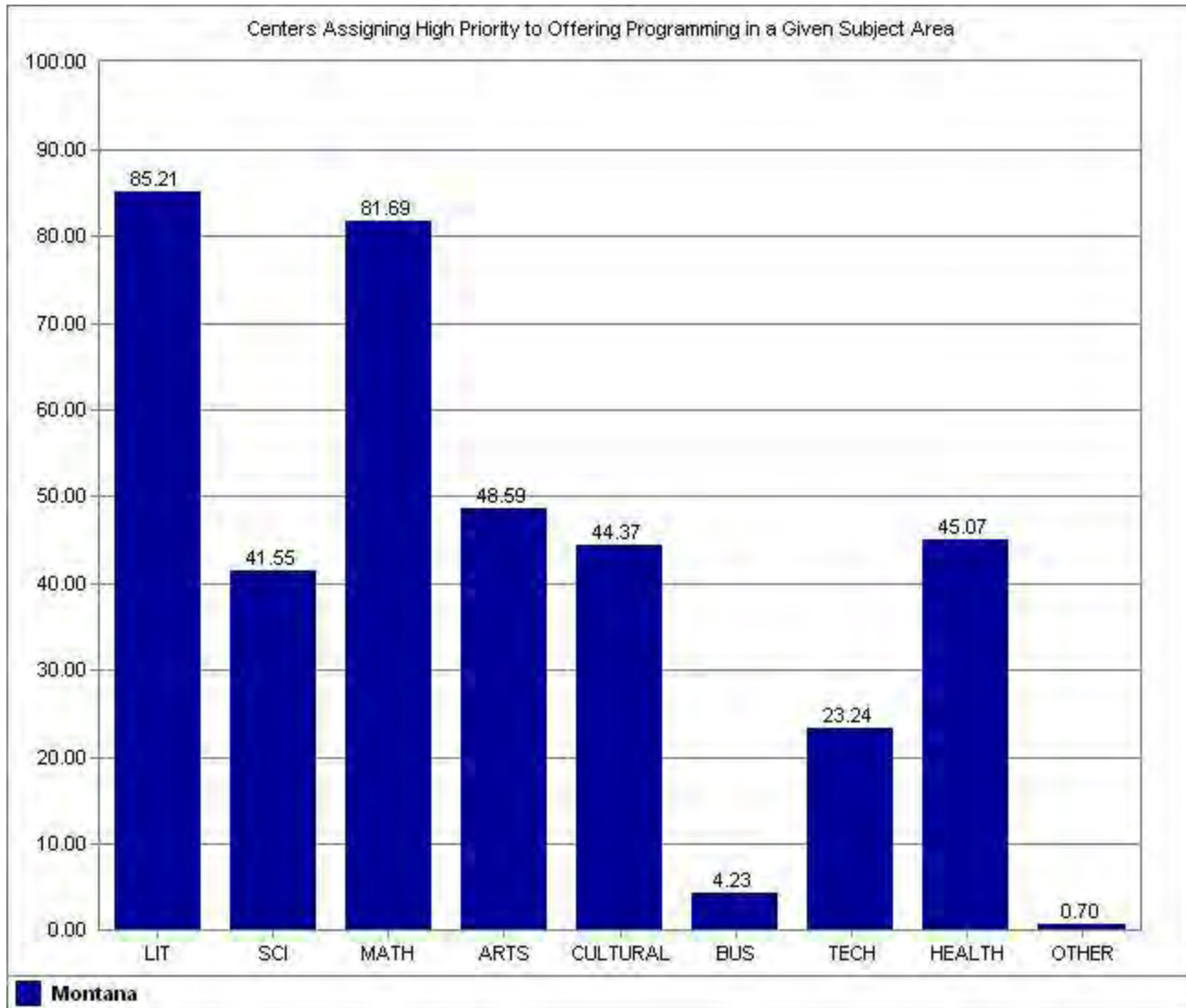
Services provided by centers cover a wide range of activity categories and subjects, and different centers assign different priorities to different activity types. The following charts display the percentage of centers assigning "high" priority to the given activity categories and subject areas:

Chart 9



Activity Code	Statutorily Authorized Activities
ENRICH	Academic enrichment learning programs
REMED	Academic improvement/remediation program
MENTOR	Mentoring
CAREER	Career/job training
SERV	Community service/service learning programs
LEADER	Activities that promote youth leadership
SUPPL	Supplemental educational services
REC	Recreational activities
LEP	Activities for limited English proficient students
TUTOR	Tutoring/Homework Help
FAMILY	Programs that promote parental involvement and family literacy
TARGET	Activities that target truant, expelled, or suspended students
CHAR	Drug and violence prevention, counseling, and character education programs
LIB	Expanded library hours
OTHER	Other

Chart 10



Activity Code Statutorily Authorized Activities

LIT Reading/literacy education activities

SCI Science education activities

MATH Mathematics education activities

ARTS Arts and music education activities

CULTURAL Cultural activities/social studies

BUS Entrepreneurial education programs

TECH Telecommunications and technology education programs

HEALTH Health/nutrition-related activities

OTHER Other